

Using Assessments to Improve Student Learning

Systemic Change

- ✦ Change Is a Highly Complex Process
- ✦ Professional Development Is Essential

Change is a Prerequisite
for Improvement!

Standards-Based Education

✦ Four Crucial Understandings

#1 The Ideas Are Not New!

- ✦ Ralph W. Tyler - 1949
- ✦ "Basic Principles of Curriculum and Instruction"
- ✦ Two Fundamental Decisions:
 - What do I want students to learn?
 - What evidence would I accept to verify their learning?

#2 The Ideas Are More Important Than the Vocabulary

Confusing Vocabulary

- ✦ Objective
- ✦ Goal
- ✦ Outcome
- ✦ Standard
- ✦ Benchmark
- ✦ Competency
- ✦ Proficiency
- ✦ Performance
- ✦ Expectation
- ✦ Aspiration
- ✦ New Year's Resolution

#3 Good Ideas Can Be Implemented Poorly!

- ✦ How Do the Ideas Translate Into Practice?
- ✦ How Will We Know If They Work?

#4 Success in Education
Hinges on What Happens
at the Classroom Level!

Guidelines for Success

The background is a rich, golden-yellow color with a subtle gradient. It features several thin, white, curved lines that sweep across the frame, creating a sense of movement and depth. A faint, white grid pattern is also visible, adding a structured, architectural feel to the overall design.

#1 Ensure that Assessments become an Integral Part of the Instructional Process.

- ✦ Quizzes and Tests Should Be Learning Tools,
- ✦ Not Simply Evaluation Devices That Mark the End of Learning.

Implication #1

Assessments Must Be Sources of
Information for Students and
Teacher

Implication #2

Assessments Must Be Followed by
High Quality Corrective
Instruction.

Implication #3

Students Must Be Given a Second
Chance to Show Improvement!

Quote

“Spectacular achievements are always preceded by unspectacular preparation.”

Roger Staubach

#2 Link New Assessments With Existing Classroom Assessment Practices

Blend Traditional Approaches With
Alternative Assessments

Assessment Formats

** Traditional Assessments **

1. True / False
2. Matching
3. Multiple-Choice
4. Completion
5. Essay / Short Answer

Assessment Formats

** Alternative Assessments **

- 6.Skill Demonstrations
- 7.Oral Presentations
- 8.Task Performances & Complex Problems
- 9.Compositions & Writing Samples
- 10.Laboratory Experiments
- 11.Projects & Reports
- 12.Group Tasks or Activities
- 13.Portfolios

The Key To Success with Alternative Assessments:

Clearly Specified Performance
Criteria or Scoring Rubrics

Rubrics:

1. List the criteria for a piece of work, or “what counts.”
2. Articulate graduations of quality for each criterion from “Excellent” to “Poor.”

Why Use Rubrics?

1. They are powerful tools for teaching and assessment.
2. They help students become more thoughtful judges of their own work.
3. They reduce the time teachers spend evaluating student's work.
4. They allow teachers to accommodate differences in heterogeneous classes.
5. They are easy to use and explain.
6. They improve objectivity in scoring.

Tips for Designing Rubrics:

- 1.Begin with Models of Excellence
- 2.Avoid Unclear Language (e.g., “A Creative Beginning”)
- 3.Avoid Unnecessary Negative Language
- 4.Involve Students in the Process

#3 Begin with Clearly Defined Achievement Targets.

1. Fundamental Decisions:

- What should students learn?
- What should students be able to do?

#4 Provide Opportunities for Teachers to Communicate Within and Across Grades.

1. What are valued achievement targets?
2. How will those targets be measured?
3. How will learning be reported?

#5 Build a School Climate that Supports Experimentation!

#6 There Must Be
Commitment and Unity
From All Levels for
Quality Classroom
Assessment